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ABSTRACT

The Literacy Task Force of the San Diego City Schools sought to develop a set of criteria for a balanced literacy program by using a process that involved all stakeholders--parents, teachers, businesses, higher education, and other community members. The balanced program, by its nature, would address the needs of all the city's students, with the goal that all students will meet grade-level performance standards even though some students will need specialized interventions. One hundred facilitators and recorders were trained to lead focus groups at the kickoff session and a series of town meetings. The general public was informed of these meetings through the media and specific invitations were issued to parents and concerned citizen groups. To maintain the voice of second language learners and special education students, sites with sufficient bilingual and special education staff were asked to conduct targeted focus groups for the needs of these special populations. Criteria were developed for materials and resources, content, the home-school connection, assessment, and instructional and organizational strategies. Among the criteria for materials and resources were requirements for authentic multicultural materials that reflect global themes. The home-school connection criteria provided for letters to parents in the family's primary language. Implementation of these criteria should help ensure a balanced literacy program for all the city's students. Two appendixes discuss group participant response categories and present the teacher response form. (Contains two figures, nine tables, and five references.) (SLD)

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SAN DIEGO CITY SCHOOLS
Planning, Assessment, Accountability, and Development Division

K-12 CRITERIA FOR BALANCED LITERACY

Selection Of The K-8 Language Arts Adoption

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February 11, 1997 (First Reading)
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ASSESSMENT, RESEARCH, AND REPORTING TEAM REPORT

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K-12 CRITERIA FOR BALANCED LITERACY

Selection Of The K-8 Language Arts Adoption

Prepared by

Ronald G. Rode

February 11, 1997 (First Reading)
February 25, 1997 (Revised)

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- **San Diego State University** — School of Education.
- **Parents and Community Members** — for attending the Kickoff and Town Meetings to provide input for the development of the literacy criteria.
- **Teachers and Administrators** — for participating in site focus groups and for reviewing the preliminary criteria.
- **Central Office Staff** — for assisting with and participating in the extensive public engagement process leading to the development of the criteria.

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Executive Summary
K-12 CRITERIA FOR BALANCED LITERACY
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Issue/Concern

The Literacy Task Force sought to develop a set of criteria for a balanced literacy program by using a process that involved all stakeholders — parents, teachers, business, higher education, and other community members. The resulting criteria would be used to select the new curriculum materials for the K-8 language arts adoption to support a balanced literacy program.

Background/Discussion

An extensive staff and public engagement process to gather input was used to develop the criteria for a balanced literacy program. This process was consistent with the objectives specified in the 16 Expectations and it supports and interrelates with other ongoing developmental activities (e.g., District Standards, District Accountability System). The goals of the staff and public engagement process were

- To develop a consensus statement and criteria about what we expect in terms of the achievement of students in literacy and how we can reach this goal through a balanced literacy program.
- Based on the above statements and criteria, a group of administrators, teachers, and parents will make an informed decision about the choice of materials for the language arts adoption.

Facilities Implications

The Task Force feels that modifications to facilities will be required to provide access to technology called for in the criteria. Also, the instructional and organizational strategies identified in the criteria will have the most impact on student achievement when implemented with smaller class sizes. The ongoing class size reductions will have to be expanded to accommodate students at appropriate grade levels.

Budget Implications

The K-12 criteria for balanced literacy, derived from parent, community, and teacher input, call for more reading materials for each classroom and an enhancement of both school and Instructional Media Center library collections.

Historically, the Instructional Materials Department has provided funding for a core or basal program for each adoption. The department bases its estimate on information from the publishers, and for the upcoming K-8 adoption, four of the nine state-approved publishers have been asked for such an estimate.

Although reading books and library books may be available in the programs identified by the publishers, the Task Force anticipates that more materials will be needed to provide each teacher with the tools necessary to implement a balanced literacy program as defined in the criteria. A detailed budget will be presented for consideration as part of the development of the 1997-98 district budget.

Public Support and Engagement Implications

The criteria presented herein are intended to provide a framework for the entire K-12 balanced literacy program. As a result, the criteria will have bearing not only on defining what should comprise the program and how staff will be trained to deliver such a program, but also on the adoption of new materials, a process that has already begun.

The next phase of the adoption process ~~is~~ WAS the formation of the Pilot Series Selection Committees (K-6 language arts and K-6 second language). These committees ~~will~~ include site administrators, teachers, central office staff, special populations staff (gifted, special education, second language, race/human relations), parents, and community members. An appropriate balance on the committees was achieved by considering such factors as member ethnicity, gender, district Area (I-V) represented, and for teachers, grade level taught. Their task will be to review all of the commercially produced language arts materials approved by the State Board of Education in December, 1996.

The extensive involvement of the public in the early stages of criteria development will be continued during the materials review and selection process. All teachers, parents, community members, site administrators, and central office administrators interested in serving on the K–6 Pilot Series Selection Committees were invited to submit their names for consideration as members of these committees. Additionally, any member of the public or other staff members will be able to visit the Cleveland Center and provide input into the selection of materials. Those who choose to take advantage of this opportunity will be asked to review and rate the materials using a rating form based on the literacy criteria developed. Translators will be provided when requested.

The criteria will be made available to district advisory committees to include on their meeting agendas, and the opportunity to review the adoption materials will also be communicated to them. Their comments and suggestions will be considered by the Literacy Task Force as it makes its decision about the language arts adoption.

Instructional Program Implications

The criteria provide a detailed list of elements for a balanced literacy program. These elements can be translated into several major cornerstones of an effective K-12 program.

a. A balanced literacy program, by its nature, addresses the needs of all students. The goal is that all students will meet grade-level performance standards even though some students will need specialized interventions.

b. There is a balance of content in a balanced literacy program evidenced by
   - skill development; phonics, grammar, spelling, and literature; higher order thinking; and experiential opportunities;
   - integration of listening, speaking, reading, and writing; and
   - integration of subject area content into the literacy process.

Added 02/25/97

c. Specific instructional strategies are necessary that allow teachers to help students progress from where they are to meeting grade-level performance standards.

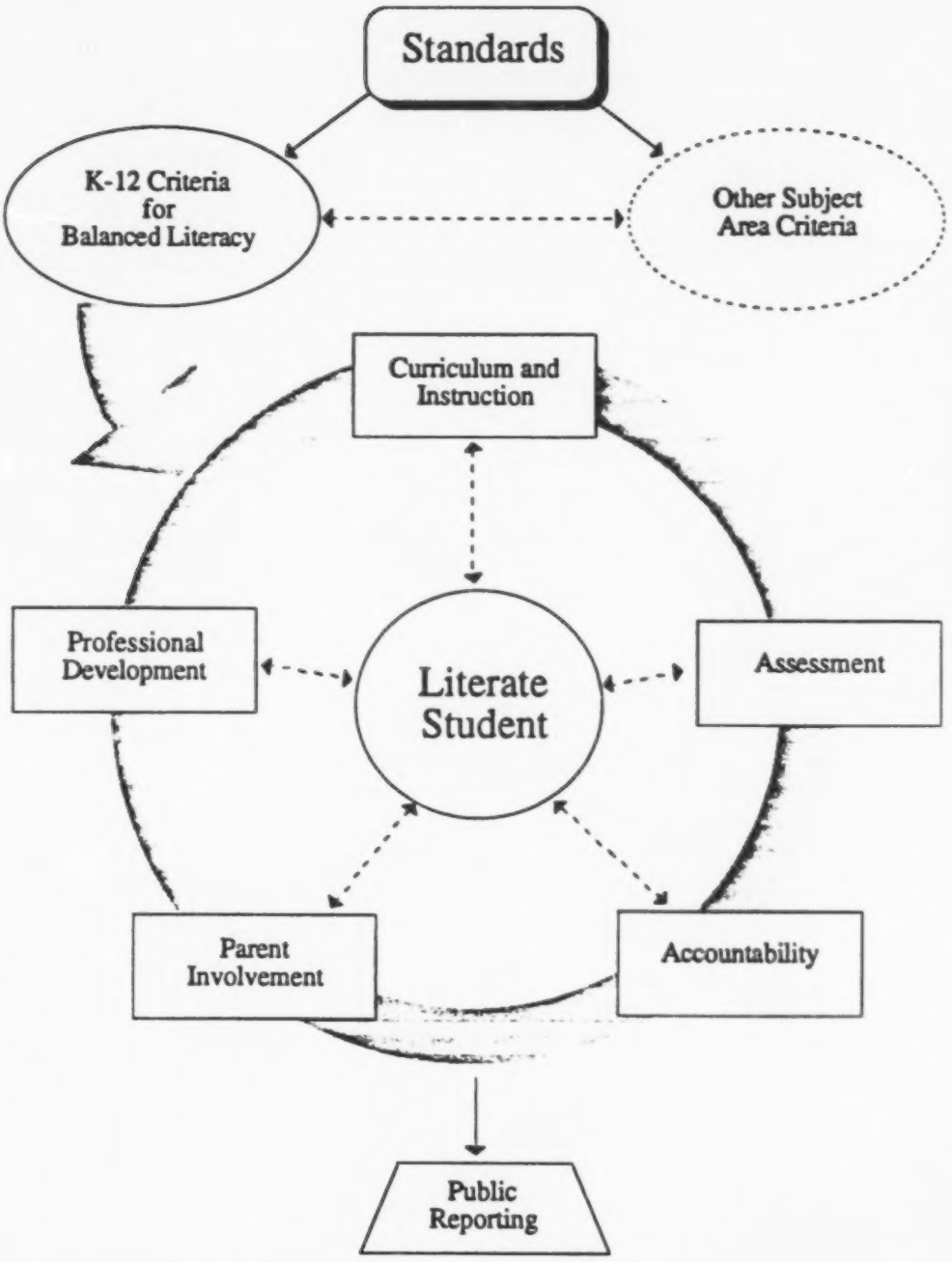
d. Appropriate reading materials are used to support all students in meeting grade-level performance standards. These materials include text for skill building, for challenging comprehension and vocabulary development, and for moving toward independent reading.

e. There is flexibility in classroom management strategies and organizational formats. Students are not assigned to static groups, but instead are grouped for specific tasks that will lead to all students meeting grade-level performance standards.

f. The assessment system is standards-based, diagnostic, and intimately connected to the instructional program to provide critical information to teachers regarding the next steps for instruction.

The language arts instructional program will have to be assessed to determine to what degree it reflects the balanced literacy focus contained in the criteria. Similarly, the adoption materials must be evaluated based on the criteria. Professional development must be designed to reflect a long-term professional development program to support teachers' delivery of a balanced literacy program.

In addition, there are implications for how these criteria must be used collaboratively to inform the district content and performance standards and the accountability system being developed. THIS RELATIONSHIP IS ILLUSTRATED IN FIGURE 1.



Added 02/25/97

Figure 1. K-12 Criteria for Balanced Literacy in a Standards-Based System

Recommendations

It is recommended that

1. the Board of Education adopt these criteria as policy for a district balanced literacy program to support district adopted standards and the accountability system;

2. the selection committees use these criteria for the selection of the K-6 language arts adoption now underway, and later for the Grades 6-8 adoption; and

3. district staff use these criteria as the basis for the design of the district's K-12 balanced literacy professional development program that must provide teachers with the skills necessary to deliver instruction so that student achievement is consistent with district standards; the criteria also be used for the design of appropriate parent involvement programs to become partners in student learning.

Report prepared by Carriedo/Rode and Till/Nadeau

RC:rr & FT:an

NOTE: Deletions in this report have been line out. Additions have been typed in all capital letters, or for large sections, dates of additions have been noted in the left margin.

SAN DIEGO CITY SCHOOLS
Humanities Department and
Planning, Assessment, Accountability, and Development Division
Assessment, Research, and Reporting Team

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Issue/Concern

The Literacy Task Force sought to develop a set of criteria for a balanced literacy program by using a process that involved all stakeholders — parents, teachers, business, higher education, and other community members. The resulting criteria would be used to select the new curriculum materials for the K-8 language arts adoption to support a balanced literacy program.

Background/Discussion

The issues of literacy and related student achievement have received increased attention recently, and the State, the district, and others have been active in addressing the issue with a number of activities. These have had direct implications for the work of the Task Force as it embarked on the process of engaging the community in defining literacy expectations and criteria for a district balanced literacy program. Subsequently, the criteria were to be used for the selection of instructional materials. A number of these efforts are described below.

Process for Improving Student Achievement

The adoption of new K-8 language arts texts and materials is part of a comprehensive process for ensuring that all students meet the literacy performance standards and demonstrate consistent progress in achievement as stated in the district's accountability plan. The new language arts adoption is part of the overall plan to implement a K-12, balanced-literacy program that includes phonics and literature, and will be consistent with district content and performance standards.

Standards. In October 1996, the Planning, Assessment, Accountability, and Development Division released district Content and Performance Standards in consultation draft form.[1] District staff, parent, and public comments are being solicited prior to finalizing the standards which is scheduled to occur at the end of the 1996-97 school year. The draft includes standards for literacy, mathematics, science, history/social science, and applied learning. For literacy, nine content standards were developed in cooperation with the National Council of Teachers of English and with reference to the California frameworks. Other national subject matter groups contributed to the other content standards.

In addition, performance standards at the junctures of Grades 4, 8, and 10 were developed. These indicate how and to what degree students must demonstrate that they are meeting the content standards. The performance standards were developed by New Standards, a partnership of 19 states and six urban school districts across the country. Teachers, principals, and central office staff from San Diego City Schools have been active participants in the efforts of New Standards.

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[1] *San Diego City Schools' Content and Performance Standards*. San Diego City Schools. Planning, Assessment, Accountability, and Development Division. October 1996.

Accountability. More recently, on November 26, 1996, the Board of Education approved a district School Accountability System for student achievement.[2] The system identifies the school as the unit of accountability, and performance will be analyzed on the basis of student achievement/academic indicators. Accountability will be assessed, in part, in relation to the district standards which the K-8 language arts adoption must support. Grade level standards for all core subjects are scheduled to be developed by the end of the 1996-97 school year.

Sixteen Expectations. The district's 16 Expectations[3], developed in 1993 by Superintendent Bertha Pendleton, identified achievement objectives related to literacy. The goals of the Literacy Task Force to develop literacy criteria and identify appropriate language arts materials for the next adoption address instructional content and desired student achievement as outlined in the expectations. The process undertaken was also consistent with desired public engagement identified in the expectations.

Specific goals for student achievement in literacy were identified in Expectations 1 and 3:

1. All students mastering reading skills and comprehension by grade three or by the third year in a district school if primary language student.

3. Students achieving performance standards in writing and speaking skills at CLAS[4]-established grade levels or on a CLAS alternative or equivalent if primary language or special education student. [From the recently adopted Accountability System, student achievement must be linked to district standards and the new assessment plan.]

Also related to student achievement, the Literacy Task Force's efforts and the language arts adoption process should impact indicators pertaining to Expectations 6, 7, 8, 9, and 12.

6. Increase in students meeting college entrance requirements.

7. No secondary students earning less than "C" in core subjects.

8. A reduction in dropout and retention rates and an increase in graduation rates.

9. Students completing elementary and middle level education on time as demonstrated by a timely accumulation of class credits.

12. Student preparation for making the transition from school to work.

In this case, clearly articulated literacy expectations and identification of appropriate instructional materials aim to keep students engaged in learning, thus reducing student frustration that can lead to undesirable consequences.

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[2] *District School Accountability System.* San Diego City Schools. Planning, Assessment, Accountability, and Development Division. November 26, 1996.
[3] *A Plan to Improve Student Achievement and Organizational Effectiveness.* San Diego City Schools. June 22, 1993.
[4] California Learning Assessment System (discontinued after 1994)

Additionally, the activities designed and executed by the Task Force were clearly consistent with Expectations 13 and 14.

13. Increased engagement and involvement of parents and community supporting student learning.

14. Evidence that principal and school staff are engaged in learning or reflective study that is directed toward district goals.

The public had many opportunities to offer input on the criteria for literacy and to be involved in the selection of language arts adoption materials. Teachers and site administrators were also afforded the opportunity to reflect on literacy and provide input on criteria to be used in the adoption process and for the literacy program.

California Reading Task Force

In September of 1995, the California Department of Education released the report titled *Every Child a Reader*.[5] This report resulted from the work of a Reading Task Force created by State Superintendent of Public Instruction, Delaine Eastin. The 27-member task force, comprised of educators, parents, researchers, and community members, was co-chaired by William Lynch, president of the William D. Lynch Foundation for Children and Superintendent Bertha Pendleton. The charge to the task force was to "develop a set of recommendations for both immediate and long-term action to improve student achievement so that 'every student might leave the third grade no longer learning to read, but reading to learn.'"[6]

Reading Program Advisory

In 1996 a collaboration of the State Superintendent of Public Instruction and the California Department of Education, the California State Board of Education, and the California Commission on Teacher Credentialing developed a program advisory on early reading instruction.[7] This advisory, titled *Teaching Reading: A Balanced, Comprehensive Approach to Teaching Reading in Prekindergarten Through Grade Three*, was developed to provide the policy direction and instructional guidance needed to support the improvement of reading achievement in California. The program advisory was produced in response to *Every Child a Reader*, and was "also designed to support two new statutes, known as the 'ABC' bills (Assembly Bill 170, Chapter 765, Statutes of 1995, and Assembly Bill 1504, Chapter 764, Statutes of 1995)."[8] The statutes "require, in part, that the State Board of Education adopt materials in grades one through eight that include 'systematic, explicit phonics, spelling, and basic computational skills'."[9]

The advisory identifies appropriate instructional components and student skills, and addresses appropriate instructional materials, diagnostic tools, and intervention concerns. These issues are

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[5] *Every Child a Reader*. California Reading Task Force. California Department of Education. September 13, 1995.
[6] *Every Child a Reader*. Page 1.
[7] *Teaching Reading: A Balanced, Comprehensive Approach to Teaching Reading in Prekindergarten Through Grade Three*. State Superintendent of Public Instruction, California State Board of Education, California Commission on Teacher Credentialing. 1996.
[8] *Teaching Reading: A Balanced, Comprehensive Approach to Teaching Reading in Prekindergarten Through Grade Three*. Page 1.
[9] *Teaching Reading: A Balanced, Comprehensive Approach to Teaching Reading in Prekindergarten Through Grade Three*. Page 1.

supported by grade-level expectations and examples of classroom practices for K-3. In addition, the importance of standards, the implications for professional development, and program development are discussed. Lastly, a sample reading curriculum timeline, preschool through eighth grade, is presented to assist districts and schools in the planning of a comprehensive reading program.

In summary, this document provides a research and policy basis for a balanced literacy program, and also outlines legislative mandates that must be accounted for when planning and implementing new language arts programs.

Colloquia

During 1996, a literacy colloquium, sponsored by the Rockefeller Foundation, was held for each of the elementary (K-3), middle/junior high, and senior high levels. These colloquia were gatherings of 60-100 district scholars (principally teachers, but supported by site administrators, resource teachers, and central office administrators) who represented district Areas I-V. The purpose was to first arrive at a common understanding of balanced literacy and appropriate literacy skills, and then, second, discuss the implications for district programs and professional development. For each of the colloquia, a report was generated that summarized its findings and presented recommendations for the district. In recognition of the important work of these groups, their reports were also planned as a data source by the Literacy Task Force as it developed the preliminary criteria.

Adoption Process

The district has supported centralized adoptions on a state-approved eight-year adoption cycle. The Master Plan for Instructional Materials has provided a process to determine the best commercial programs for courses being adopted in any given year. This process has used selection committees with wide representation from teachers, parents, and administrators to review state adopted matrix materials and make recommendations. Funding has been provided for a comprehensive basal or core program. Each year a report listing instructional materials that have been evaluated and recommended for use has been presented to the Board of Education for approval.

For additional information, five other large urban districts in the state (Fresno, Long Beach, Los Angeles, Sacramento, and San Francisco) were contacted to determine what processes they use for materials adoptions. (Information from Sacramento was unavailable at the time of printing.) None of the districts conducts a centralized pilot for major adoptions as is done here, and most do no piloting of any kind. Piloting of materials does occur in Los Angeles, but it is done at the discretion of and by individual schools. The central office there provides state-level information to sites and then is no longer involved in selection of or accountability for use of materials.

Other districts establish task forces or committees to review and select materials. Generally, publishers are invited to make presentations to the selection committees. Fresno supplements its task force work by setting up exhibit sites at which all school principals reserve time for their staffs to review materials. This process aims to involve every teacher at every site in the evaluation process. Long Beach also gives all teachers the opportunity to review materials.

The use of district standards in the selection process is common to all districts except Los Angeles. Long Beach and San Francisco already have standards in place, and Long Beach has developed specific rubrics, based on its content standards, for rating materials. In Fresno, the selection task force developed district standards prior to its task of selecting materials.

Literacy Task Force

A joint Literacy Task Force was appointed by Superintendent Dr. Bertha Pendleton and Dr. Ann Morey, Dean of Education at San Diego State University. This task force was expanded to include parents, representatives from all district departments, and site administrators from all levels. The SDTA actively promoted involvement by its members. A listing of task force members is provided at the beginning of this report. The task force enthusiastically embarked on a process whereby all major stakeholders were engaged in a series of focused discussions about student achievement in reading, and about a balanced literacy program.

San Diego City Schools (SDCS) provided a unique opportunity to the schools and community to help set the course for literacy in the district. As the district prepared to change its reading/language arts program and materials, it was decided that it was important that the community should be broadly represented in a series of focus groups and town meetings with the following short and long term purposes:

- To develop a consensus statement and criteria about what we expect in terms of the achievement of students in literacy and how we can reach this goal through a balanced literacy program.

- Based on the above statements and criteria, a group of administrators, teachers, and parents will make an informed decision about the choice of materials for the language arts adoption.

The community-wide process used to gather input on appropriate criteria to be used in the selection of a curriculum adoption represents the first time such a broad and comprehensive approach has been used. Virtually anyone in the San Diego region could have participated in the forums established to gather input from concerned stakeholders, be they district employees, parents, or community members. The planned forums were of three types — 1) large kickoff at the Convention Center at which a thousand could attend, 2) town meetings in communities, and 3) focus groups of teachers at each school.

A number of methods were used to promote public awareness and encourage involvement. They included 1) announcements of the various forums were publicized via the local print and broadcast media; 2) all schools received a district circular that promoted the town meetings and asked schools to encourage parent/community involvement; 3) sites promoted the town meetings in their areas by involving Parent Teacher Associations (PTAs) and publishing information in their school newsletters; and 4) all participants of the kickoff received letters that encouraged them to attend town meetings and/or recruit other parents/community members to participate.

Methodology

Focus Group Training. One hundred facilitators and recorders were trained to lead the focus groups at the kickoff and town meetings. The training included focus group logistics for generating and recording participant responses, ground rules for participants, and information on group facilitation. Those trained were professors and students from San Diego State University and staff from San Diego City Schools. Some of the San Diego City Schools participants were members of the Learning Community Network Cadre supported by the Rockefeller Foundation.

During the October 1996 Professional Development Conference for management personnel, principals were required to attend a literacy focus group training session. Four other representatives from each school (an SDTA representative, a teacher selected by the teachers at that site, a parent, and a business partner) were invited to join them and participate in the training designed to prepare site facilitators to conduct the focus groups. Specific strategies to focus discussion and enhance facilitation were presented, as well as information on how to record and submit the key points of the discussion.

The Literacy Kickoff. Members of the community, along with the team of five representatives from each school, were invited to participate in the kickoff held on September 19, 1996 at the San Diego Convention Center. Invitations to school sites were delivered via district communication and the general public was informed via print and broadcast media, school newsletters to parents, and other school initiated communications. The agenda for the event is shown in Table 1.

TABLE 1
KICKOFF AGENDA

4:00 - 5:00 p.m.	Reception
5:00 - 5:30 p.m.	Opening comments
5:30 - 6:00 p.m.	Purpose/History
6:00 - 7:15 p.m.	Focus Groups
7:15 - 8:00 p.m.	Closure/Next Steps

The Literacy Kickoff received wide support and acknowledgment from many members of the San Diego community representing K-12 education, post-secondary education, business, parents, legislators, public agencies, and other concerned citizens. All of those speaking for the various components of the community were unanimous in stating that improved literacy is a concern shared by all. In her remarks at the kickoff, Dr. Pendleton said that "Literacy's everybody's business." She also spoke of the goal that all children must be able to read by third grade. This goal was articulated by the Governor's Reading Task Force, and is now the position of the California Department of Education as evidenced by the support of Delaine Eastin.

Dr. Ann Morey also spoke of the importance of education during her remarks at the kickoff. Attributed to an anonymous source, she said that, "If you wish to make an impact for one year, you plant corn. If you wish to make an impact for a generation, you plant a tree. But if you wish to make an impact for an eternity, you educate a child." Other supportive comments were expressed by Dr. Stephen Weber, President, San Diego State University, and by Marc Knapp, President, SDTA, who said he was encouraged by the diversity of involvement in the literacy adoption process.

Also recognizing and supporting the literacy campaign, via a videotaped message, was Richard Riley, Secretary, U.S. Department of Education. He indicated that "[reading is] ... the gateway to success in school and in life." He drew a parallel with the effort in San Diego to involve the whole community in literacy with an initiative announced by President Clinton in the fall of 1996. That initiative, he said, would result in an army of one million volunteers recruited to help three million children. The volunteers would be trained by reading specialists and tutor coordinators. Mr. Riley

said that the initiative also recognizes the critical role that parents must play in helping their children to read. Parents and grandparents must read to their children and grandchildren.

Support for the literacy effort was also expressed in writing by many members of the community who were asked to provide brief comments. Many of these comments were printed in the program created for the kickoff. Comments were received from individuals representing a wide variety of community interests and functions — from school board members, other elected officials, heads of public institutions or programs, private business and interests, reading specialists, parent representatives, and others. Samples of these comments include:

> *The fulfillment of human potential is fundamentally dependent on the care of education of children. Reading is the most important academic skill and the foundation for all academic learning. If our children cannot read, they are on the road to failure. Teaching children to read must be our highest priority.*
>
> — William D. Lynch, Founder, William D. Lynch Foundation
> Co-chair, California Reading Task Force

> *When we open a book, we open our eyes and our hearts and our minds to new ideas and new ways. What a wonderful, creative act reading is. I endorse this program and all its efforts to ensure that San Diego school children learn to read, and experience for themselves the pleasure and the power of the written word.*
>
> — Stephen Weber, President, SDSU

> *There is no single skill as critical to a child's future as the ability to read. Literacy allows young minds to explore the wonders of our world and opens doors to endless possibilities. Educating all our children must be our community's highest priority. Reading is the foundation of a good education. If a child cannot read, he or she will not be able to function well or compete.*
>
> — Susan Golding, Mayor, City of San Diego

> *We have a responsibility as a community to ensure that everyone, no mater what age, learns to read. Literacy must be a priority — in our schools, neighborhoods, and or daily lives. It is critical that up-to-date reading resources and instructional materials are made available for everyone. I commend San Diegans for their commitment to reading and literacy.*
>
> — Dede Alpert, Senator, California State Senate

> *It is important for the San Diego community to make children our number-one priority. When we place the needs of children first, we then recognize how important their education is. We must work together to provide all children the mean to become literate, successful San Diego citizens of tomorrow.*
>
> — Judy Williams, President, San Diego Unified Council of PTAs

> *Put into legal terminology, illiteracy is grand theft. It robs people, including deprived adults, of adventure, excitement, and the twin joys of learning and knowing. Ours is a community with a high rate of literacy. It is something of which we can be very proud. It is also something upon which we are obliged to build.*
>
> — Carl I. Sisskind, Editorial Director, KFMB-AM, FM, TV

Almost every skill we teach our children will become obsolete or replaced by technology. The one skill that will survive into and beyond the 21st century is the ability to read. Literacy ensures the future of our children as they live and compete in a high technological world. It is also the foundation of a free nation and a strong democracy.

— Shirley N. Weber, Vice President, Board of Education, SDCS

Literacy is the most crucial component for fostering critical-thinking citizens. The ability to read about ourselves, our community, and our world allows us to make better and more informed decisions as individuals and as active participants in society.

— Sandra McBrayer, 1994 National Teacher of the Year

Reading is a rich experience. It enhances an individual's personality and enriches one's career. Through reading one can travel throughout the world and be at one with the universe. A reading language arts program should be an important part of the education system.

— Felicidad C. Musar, Founder and Community Liaison
Filipino American Parents Association and
Filipino American Educators Association

All participants at the kickoff were divided into focus groups, comprised of about 10 people, to generate responses to two questions:

1. What do you expect a literate student to be able to do at the end of high school?

2. How can the roles of the learning community (e.g., educators, parents, business, community) support a literate society?

A recorder for each group compiled the group's responses to each question and submitted the responses to event organizers.

Town Meetings. Five town meetings were planned, one for each of Areas I–V of the district's organizational structure. Assistant superintendents overseeing the Areas were asked to select a site from within their areas. The proposed sites and dates of town meetings are shown in Table 2.

TABLE 2
PROPOSED TOWN MEETING SITES AND DATES

Point Loma High School	October 2
Mission Bay High School	October 17
Crawford High School	October 24
Morse High School	October 29
Mira Mesa High School	November 7

Two additional town meetings, at Grant Elementary for the San Diego High School Cluster and Standley Junior High School, were added at the request of sites. Participants in the focus groups were asked to respond to the same questions as those posed at the kickoff, and the same process was used to record and submit group responses. Participants were also given the opportunity to review *Every Child a Reader* and *Teaching Reading: A Balanced, Comprehensive Approach to Teaching Reading in Prekindergarten Through Grade Three.* In addition, four elementary schools (Knox, Lindbergh/Schweitzer, Ocean Beach, and Sunset View) conducted parent meetings at which they generated responses to the questions. The questions used for Lindbergh/Schweitzer were modified versions of those designed for teachers, and at Sunset View, participation was limited to parents on the School Site Council. These responses were included where appropriate.

Site Focus Groups. All district schools were requested to conduct literacy focus groups at which certificated staff were asked to respond to the following three questions:

1. Based on your experience, what are the elements of a balanced literacy program?

2. What support/training do you need to teach a balanced literacy program?

3. What materials do you need to teach a balanced literacy program?

In addition, to maintain the "voice" of second language learners and special education students, sites with sufficient numbers of bilingual and special education staff were requested to group those staff into targeted focus groups. The same focus group process of generating and collecting responses used at the other forums was followed.

Participant Responses. The development of criteria by which to evaluate materials for the language arts adoption potentially involved individuals from all stakeholder groups. The kickoff and town meetings were open to any concerned member of the community, and the site focus groups were designed to involve all certificated staff. For all three forums, a brainstorming methodology was used to solicit participant responses. The process was not designed to be able to quantify the numbers of people who agreed with a particular response or who held varying opinions. Thus, the actual data sheets submitted for respondent groups might have a response that numerous people would have identified, or conversely, the response may have been important to only one individual.

Response Categories. All of the focus group responses, from the kickoff, town meetings, and site focus groups, were collected by the Humanities Department and given to the Evaluation Unit for processing. The responses were entered into a database and then coded into categories that became apparent from emerging constructs arising from frequencies of and commonalities in the responses. In most cases, these categories were further broken down into subcategories that were, again, data driven.

The categories emerged because of the frequencies of types of responses. However, as described earlier, the process of response generation and collection was not designed to be able to quantify the numbers of people offering a particular response. The process was additionally complicated because some sites elected to submit an aggregation of the responses from all of their focus groups while most sites submitted separate listings of responses from each of their focus groups. Although this precluded the ability to quantify numbers of respondents, it did not negatively impact the objective of the process. The task force did receive a comprehensive listing of stakeholder

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responses, organized into a meaningful presentation, that enabled its members to generate the preliminary criteria to present to teachers for their review.

Preliminary Criteria. The Literacy Task Force, upon undertaking the task of generating the preliminary criteria, added seven classroom teachers to ensure appropriate practitioner expertise. All of the data collected from the kickoff, town meetings, and site focus groups were used to develop the preliminary criteria. In addition, the data from three literacy colloquia were used to confirm and/or augment the other data sources. This process required two and one-half days of task force effort.

Teacher Response to Preliminary Criteria. The Task Force, after developing the preliminary criteria, sent copies to all classroom teachers in the district and asked them to complete a response form that indicated whether they agreed that the criteria reflected their opinions about balanced literacy and whether the criteria were truly reflective of the input from the extensive stakeholder involvement effort. (The response form is in Appendix A). To assist respondents in judging the criteria, they also received a copy of the response categories, and each site had three copies available of the entire listing of responses that were entered into the database (Two copies were sent to each principal and one to the SDTA site representative).

Prior to receipt of the above materials at sites, the SDTA mailed a letter to all site representatives that suggested they discuss with their staffs the pending receipt of materials, their purpose, and the importance of submitting member responses. Additionally, the letter emphasized the opportunity for teachers to submit their names for consideration as members of the Pilot Series Selection Committee.

Final Criteria. The Literacy Task Force collected and analyzed all of the teacher response forms. Results of this analysis were then used, where appropriate, to modify the preliminary criteria to produce the final criteria. These criteria will be used to evaluate materials for the English, Spanish, sheltered, and transition programs.

All schools received the teacher response forms and the preliminary criteria on or before January 13, 1997, and were asked to return the forms by January 21, 1997. The timing of distribution of the materials varied across sites, and as a result, some teachers reported insufficient time to complete a thoughtful review of the materials. Many responses arrived too late to be used for modifying the preliminary criteria. Regardless of when they were received, all returned response forms were or will be read. Ideas and suggestions from those submitted after the deadline will be included in oral presentations to the board and at Pilot Series Selection Committee meetings.

Materials Review Instrument. Upon receiving approval of the literacy criteria, the Literacy Task Force and Evaluation Unit staff will develop an instrument, based on the criteria, to be used to evaluate the materials approved by the State Board of Education. This instrument will be used by the Pilot Series Selection Committee and also by any other teacher, parent, or community member who chooses to visit Cleveland Center and review the available materials.

Findings

Kickoff. More than 1000 people from a variety of backgrounds and organizations attended the Literacy Kickoff held on September 19, 1996 at the San Diego Convention Center. Organizers

planned for 1,000 people and were able to register 923 through pre-registration and walk-in registration. However, the number of walk-ins soon overwhelmed the kickoff staff's ability to process them and many participated without being registered. Thus, a standing room only crowd emerged and an accurate attendance figure could not be determined. Registered attendance by participant type is shown in Table 3.

TABLE 3
KICKOFF ATTENDANCE (Registered)

Participant Type	Number
Site Certificated Staff	395
Parents — Site Teams	133
Facilitators	96
Recorders	96
Community Members	61
Central Office	58
Task Force Members	45
Invited SDSU Students	40
Business Partners — Site Teams	19
County Office of Education	13
San Diego State University Professors	10
Librarians (public libraries)	10
Total	923

Table 4 shows the numbers and percentages of schools from the different levels that had school, parent, and business partner participants at the kickoff. Charter schools are included.

TABLE 4
SITE TEAM REPRESENTATION AT KICKOFF

Participant Type	Elementary Schools		Middle/Junior High Schools		High/Alt. Schools		District	
	#	%	#	%	#	%	#	%
School staff representatives	103	91	18	90	17	71	138	88
Parent representatives	100	91	16	80	16	67	132	84
Business Partner representatives	13	12	3	15	3	13	19	12

Town Meetings. The attendance, by participant type, at the seven town meetings is shown in Table 5. The numbers of participants at the four elementary sites that conducted parent meetings (Knox, Lindbergh/Schweitzer, Ocean Beach, and Sunset View) were not available.

TABLE 5
TOWN MEETING ATTENDANCE

Location	Administrator	Teacher	Parent/ Community	Facilitator	Total
SDHS Cluster/Grant Elem.	1	1	6	5	13
Mira Mesa	4	5	13	8	30
Standley	–	–	16	6	22
Morse	9	6	10	6	31
Crawford	8	5	20	7	40
Mission Bay	4	4	15	6	29
Point Loma	2	6	17	11	36
Total	28	27	97	49	201

Site Focus Groups. Teams from 150 schools (including charter schools) participated in the focus group training. Participation by school type is shown in Table 6.

TABLE 6
SITE FOCUS GROUP TRAINING PARTICIPATION

School Type	Number of Schools
Elementary	113
Middle/Junior High	18
High School	15
Atypical	4
Total	150

The numbers of schools by school type that conducted focus groups and submitted responses are shown in Table 7.

TABLE 7
SITE FOCUS GROUP RESPONSE SUBMISSION

School Type	Number of Schools
Elementary	93
Middle/Junior High	12
High School	12
Atypical	4
Total	121

Response Categories. The categories and subcategories, to which the thousands of responses from all focus groups that were assigned, are listed in Appendix B. Listings of participant responses by category and subcategory are available from the Humanities Department.

Preliminary Criteria Responses. The numbers of teachers by school type who submitted responses to the preliminary criteria are shown in Table 8. The 472 teacher responses represent about 6-7% of the more than 7000 district, classroom teachers who received materials.

TABLE 8
PRELIMINARY CRITERIA RESPONSES

School Type	Number
Elementary	331
Middle/Junior High	58
High School/Atypical	107
Total	496

The percentages of respondents indicating agreement ("strongly agree" and "agree" responses were combined) with the criteria, disaggregated by school level, for each of the five sections of the preliminary criteria are shown in Table 9. Percentages for each item are based on the number of respondents for individual items. Respondents overwhelmingly agreed that the criteria reflect their opinions about a balanced literacy program and that the criteria reflect the input from focus group responses.

TABLE 9
PRELIMINARY CRITERIA RESPONSES
PERCENTAGES OF RESPONDENTS IN AGREEMENT

Response Form Items	"Agree" or "Strongly Agree" Responses	
	#	%
Materials/Resources	467	97.5
Content	456	96.0
Home-School Connection	445	94.5
Assessment	443	94.5
Instructional and Organizational Strategies	458	96.8
Criteria Reflect Focus Group Input	343	96.6
Overall Criteria	446	97.4

K-12 Literacy Criteria. The Literacy Task Force developed preliminary criteria using the language and concepts from focus group respondents, and then prepared the final criteria based on additional teacher input from the response forms. The final criteria are presented on pages 16-21.

Other Findings. In most cases, the responses from the focus groups and preliminary criteria response forms are reflected in the criteria. However, a number of themes that did not fit into the criteria arose from the responses, and they are presented for consideration of district staff and policy makers. From the community focus groups, the following themes emerged:

- more business involvement and support would be beneficial
- more community and cultural program support would be beneficial
- additional parent workshops and other training activities are desired

From the site focus groups of teachers, the following suggestions were made:

- expand class size reduction
- enhance and expand staff development with:
  - more opportunities for observation, peer coaching, and demonstrations
  - more opportunities for sharing/discussion groups
  - ongoing/continual training
- increase teacher preparation and planning time
- provide money for teacher purchase of classroom supplies
- improve the quality and quantity of teacher reference materials
- provide more district guidance and support with standards, policies, and procedures
- improve consistency across the district (e.g., standards, accountability, etc.)

- increase instructional time
- increase teacher input in the adoption selection and piloting processes
- consider site/teacher recommendations for specific resources or programs
- increase availability of technology (hardware, software, and training)
- increase the number of support staff — both resource specialists and *trained* aides

From the teacher response forms submitted after teachers reviewed the preliminary criteria, the following suggestions were made:

- the district should reproduce homework and other consumables
- the report card should reflect district standards and the new adoption
- IMC hours of operation should be increased and clearly communicated
- additional classroom furniture should be provided in the form of
  - storage for big/little books
  - rolling carts
  - file cabinets
- update technology, particularly computer and audio/visual hardware

K–12 Criteria for Balanced Literacy

These criteria for balanced literacy are part of a comprehensive process for ensuring that all students meet the literacy performance standards and demonstrate consistent progress in achievement as stated in the district's accountability plan. Materials, textbooks, and professional development must be consistent with the criteria as part of the overall plan to implement a balanced literacy program that includes phonics and literature, and will be consistent with district content and performance standards.

1. Materials/Resources

Materials and resources must be available at all instructional levels to support all stages of literacy. They should provide the teacher with the tools for a manageable system of delivery that balances the literacy strands of listening, speaking, reading, and writing; skill development; critical thinking; and literature.

A high-quality literacy program should include the following elements and have the following characteristics:

- A formalized and definitive *spelling, handwriting, grammar and writing program* that includes a phonics strand, an oral language component, high-frequency sight words, and grade-level-appropriate materials.
- A *variety of books and software* — novels, short stories, poetry, essays, histories, news reports, etc. The types of books in such a program should include:
  - appropriate books in multiple copies
  - Literature trade books
  - Big and little books
  - Phonics books
  - Predictable pattern books with large print text
  - Books on tape
  - Extended reading books
- A rich *vocabulary component.*
- *Technology* tools to support learning, including, but not limited to, computers with CD-ROM capability, TV/VCRs, laser disks, tapes, etc.
- *Authentic multicultural materials* that are consistently evident throughout.
- A rich variety of multilevel, multiethnic *research and reference materials,* including encyclopedias, thesauruses, atlases, and dictionaries, in hard copy and software form.
- Materials that *support various delivery and grouping strategies* to address various learning styles effectively.
- *Organizational and physical ease of use.* Programs should seek positive responses to the following questions:
  - Do the materials reflect global themes?
  - Are cross-curricular materials included?
  - Are materials for different levels of learning manageable?
    Are teacher materials easy to handle and store, with appropriately sized and colored print?
- *Classroom libraries* that include printed materials in a variety of genres that can be selected by theme, title, or author in languages that reflect the school community.

- *Consumable books*, including activity books for phonics, spelling, grammar, handwriting, and vocabulary. Also, blank books, journals, and composition books.
- *Manipulatives*, including such items as pocket charts, bean bag games, board games, props, and colorful visuals and charts.

2. Content

The content of the literacy materials must show evidence of an integrated and balanced program and must be presented repeatedly in a variety of ways.

The content of the literacy materials must include

- Phonics and cueing systems taught with the literature and systematically throughout the program.
- Opportunities for students to practice and learn spelling words, vocabulary development, comprehension skills, critical-thinking skills, and grammar.
- A variety of genres and authors.
- Books that present authors, concepts, populations, and themes representing a variety of cultures in nonstereotypical ways.
- High-quality literature and writing activities that integrate other content areas (e. g., mathematics, science, social studies, art).
- Opportunities to read and write for different purposes (to inform, persuade, analyze, express).
- Opportunities to speak for a variety of purposes, including opportunities to recite, chant, sing and discuss, and to dramatize literature.
- Opportunities for students to research topics, themes and concepts.
- Opportunities to use technology to enhance listening, speaking, reading, and writing.
- Opportunities to make connections to such real-life experiences as job applications, resumes, interviews, writing business letters.
- High-interest, low-vocabulary books.

In addition, the content of literacy materials must reflect moral/ethical values, community responsibility, and citizenship.

3. Home-School Connection

The literacy program must provide materials that reflect the commitment of both home and school to become partners in the teaching of the whole child by providing an environment that fosters a love of reading and an appreciation of literature. The program should include family reading and language development activities that demonstrate values of time, effort, and high expectations for success. The language of the home should be valued.

The Home-School Connection component of the literacy program should include the following elements:

- Letters to the students' homes, in the primary language of the parents, that identify content and goals for each appropriate division of the course content, such as units or chapters.

- Reading lists that guide parents and students in selecting materials for reading; such materials should include the following:
  - Read-aloud books appropriate for reading aloud to, or by, the student.
  - Books organized by special interests, e. g., sports, animals, hobbies.
  - Award-winning titles organized by specific literary awards, e. g., the Caldecott Medal and the Newbery Award.
- Homework activities that draw on and are connected to real-life experiences and that provide clear instructions for parents.
- Guidelines for parents or parent workshops and easily used reference materials on such subjects as the following:
  - How to read to children.
  - How to discuss what is read.
  - How to help with homework.
  - How to use libraries.
  - Ideas for volunteering in the classroom.
- Books for home use that reflect a variety genres and resource materials, e.g., dictionaries, translation dictionaries, and word-books.
- Translations of parent guidelines and materials written in languages that reflect the school community.

4. Assessment

Literacy materials must feature easily used assessment instruments that are comprehensive, consistent, and diagnostic. The assessment instruments should identify student levels of performance correlated with district standards.

Assessment materials featured in high-quality literacy programs should

- Be diagnostic to help teachers identify and address student needs in reading, writing, spelling, vocabulary, and oral language. Assessment materials should lend themselves to quick, efficient use; should inform teachers about student levels of performance; and should guide instruction in the following broad categories:
  - Reading
  - Vocabulary
  - Spelling
  - Oral language
  - Writing
- Be correlated with district GRADE-LEVEL content and performance standards.
- Be consistent and include authentic assessment instruments (e.g., portfolios) and such measures as running records, anecdotal records, and student observation tools.
- Provide an articulated assessment system that builds from one grade level to the next.
- Provide information about student mastery of specific skills and about student performance in specific literacy strands (reading, spelling, writing, oral language).
- Meet the needs of *all* students.
- Include strategies that help students learn how to take a variety of tests.

5. Instructional and Organizational Strategies

Literacy materials must offer a variety of approaches, including content strategies, classroom management strategies, and strategies for integrated instruction. The materials must also provide for flexibility in instruction to meet diverse student needs.

Teacher resource materials should include suggestions and directions for such *instructional strategies* as

- Bridging three cueing systems: decoding/phonics; semantic/prior knowledge; and grammar throughout the grades
- Specific skill development; e. g.,
  - Strategies for improving spelling and building vocabulary
  - Word-attack skills, interactive writing strategies
  - Embedding phonics and spelling skills within the literature.
- Modeled reading, writing, speaking, and listening; e. g.,
  - Use of thought-reading strategies
  - Daily reading to students
- Shared reading, writing, listening, and speaking; e. g.,
  - Scaffolding skills, which involve assessing prior knowledge and building on that knowledge
  - Daily sharing, through such means as interactive journals, buddy reading, think-pair-share
- Guided reading, writing, speaking, and listening; e. g.,
  - Teacher as facilitator rather than lecturer—the teacher functions as a learner.
  - Writing as a process
  - Daily opportunities for guided instructional strategies
  - Guided language experiences
- Independent reading, writing, speaking, and listening; e. g.,
  - Providing reasons to read
  - Daily opportunities for sustained silent reading
  - Allowing for student innovations
  - Reading/writing workshops
  - Providing for independent choices
- Oral language, listening; e. g.,
  - Daily read-alouds
  - Opportunities for listening
  - Opportunities for speaking/making presentations
  - Daily oral language activities
- Comprehension, critical thinking; e. g.,
  - Scaffolding, accessing and building on prior knowledge
  - Linking classroom learning to life and students' own experiences
  - Socratic Seminar techniques
  - Cooperative learning

  - Graphic organizers
  - Question-and-answer skills; higher level questions
  - Reflective activities
  - Grouping stories thematically
  - Sequencing strategies

- Handwriting; e. g.,
  - Consistent use of modeling strategies
- Multiple perspectives and styles; e. g.,
  - Socratic Seminar techniques
  - Multimedia ties, by using videos, filmstrips, listening centers
  - Visual, tactile, cognitive, expressive
- Instructional strategies for gaining access to information; e. g.,
  - Socratic Seminar
  - Experiential opportunities and open-ended activities
  - Question-and-answer strategies
  - Embedding skills within projects
  - Taking a position in a discussion and seeking factual support for it
  - Using encyclopedias, computer databases and web sites, and other appropriate information sources

In addition, teacher resource materials should include suggestions and directions for such *classroom management, organizational, and planning strategies* as

- Use of flexible groupings
- Effective scheduling
- Establishment of classroom learning centers
- Proper storage of materials
- Use of literature circles
- Home/school connections
- Book clubs
- Writer's workshop
- High-interest strategies to increase motivation
- Recognition of students' multiple intelligences
- Strategies for short-term and long-term planning
- Combining proven strategies and experimentation
- Development of student/teacher portfolios

Teacher resource materials in a high-quality literacy program should offer *integrated instructional strategies*. They should

- clarify links thematically to other content areas
- be developmentally appropriate, interdisciplinary and cross-curricular
- be clearly connected to district core literature
- help teachers manage all components of balanced literacy in allotted time

Teacher resource materials should offer *instructional strategies that meet the needs of a diverse student population.* They should provide

- Early intervention strategies; e. g., Reading Recovery, Project Read, AVID strategies
- Extension, reinforcement and enrichment strategies
- Connections to students' lives
- Strategies to stimulate students having difficulty with reading
- Flexible grouping strategies
- Hands-on activities for active learning
- Peer and individual tutoring opportunities
- A scope and sequence of skills that need to be taught by grade level
- Strategies to address diverse learning styles
- Strategies for Second Language learners in English classrooms
- Culturally sensitive materials
- Use of ethnic writers/classics

Finally, teachers should be provided with high-quality training in the use of program materials and resources; the training should match their needs and levels of experience and expertise.

Facilities Implications

The Task Force feels that modifications to facilities will be required to provide access to technology called for in the criteria. Also, the instructional and organizational strategies identified in the criteria will have the most impact on student achievement when implemented with smaller class sizes. The ongoing class size reductions will have to be expanded to accommodate students at appropriate grade levels.

Budget Implications

The K-12 criteria for balanced literacy, derived from parent, community, and teacher input, call for more reading materials for each classroom and an enhancement of both school and Instructional Media Center library collections.

Historically, the Instructional Materials Department has provided funding for a core or basal program for each adoption. The department bases its estimate on information from the publishers, and for the upcoming K-8 adoption, four of the nine state-approved publishers have been asked for such an estimate.

Although reading books and library books may be available in the programs identified by the publishers, the Task Force anticipates that more materials will be needed to provide each teacher with the tools necessary to implement a balanced literacy program as defined in the criteria. A detailed budget will be presented for consideration as part of the development of the 1997-98 district budget.

Public Support and Engagement Implications

The criteria presented herein are intended to provide a framework for the entire K-12 balanced literacy program. As a result, the criteria will have bearing not only on defining what should comprise the program and how staff will be trained to deliver such a program, but also on the adoption of new materials, a process that has already begun.

The next phase of the adoption process ~~is~~ WAS the formation of the Pilot Series Selection Committees (K-6 language arts and K-6 second language). These committees ~~will~~ include site administrators, teachers, central office staff, special populations staff (gifted, special education, second language, race/human relations), parents, and community members. An appropriate balance on the committees was achieved by considering such factors as member ethnicity, gender, district Area (I-V) represented, and for teachers, grade level taught. Their task will be to review all of the commercially produced language arts materials approved by the State Board of Education in December, 1996.

The extensive involvement of the public in the early stages of criteria development will be continued during the materials review and selection process. All teachers, parents, community members, site administrators, and central office administrators interested in serving on the K–6 Pilot Series Selection Committees were invited to submit their names for consideration as members of these committees. Additionally, any member of the public or other staff members will be able to visit the Cleveland Center and provide input into the selection of materials. Those who choose to

take advantage of this opportunity will be asked to review and rate the materials using a rating form based on the literacy criteria developed. Translators will be provided when requested.

The criteria will be made available to district advisory committees to include on their meeting agendas, and the opportunity to review the adoption materials will also be communicated to them. Their comments and suggestions will be considered by the Literacy Task Force as it makes its decision about the language arts adoption.

Instructional Program Implications

The criteria provide a detailed list of elements for a balanced literacy program. These elements can be translated into several major cornerstones of an effective K-12 program.

a. A balanced literacy program, by its nature, addresses the needs of all students. The goal is that all students will meet grade-level performance standards even though some students will need specialized interventions.

b. There is a balance of content in a balanced literacy program evidenced by
   - skill development; phonics, grammar, spelling, and literature; higher order thinking; and experiential opportunities;
   - integration of listening, speaking, reading, and writing; and
   - integration of subject area content into the literacy process.

Added 02/25/97

c. Specific instructional strategies are necessary that allow teachers to help students progress from where they are to meeting grade-level performance standards.

d. Appropriate reading materials are used to support all students in meeting grade-level performance standards. These materials include text for skill building, for challenging comprehension and vocabulary development, and for moving toward independent reading.

e. There is flexibility in classroom management strategies and organizational formats. Students are not assigned to static groups, but instead are grouped for specific tasks that will lead to all students meeting grade-level performance standards.

f. The assessment system is standards-based, diagnostic, and intimately connected to the instructional program to provide critical information to teachers regarding the next steps for instruction.

The language arts instructional program will have to be assessed to determine to what degree it reflects the balanced literacy focus contained in the criteria. Similarly, the adoption materials must be evaluated based on the criteria. Professional development must be designed to reflect a long-term professional development program to support teachers' delivery of a balanced literacy program.

In addition, there are implications for how these criteria must be used collaboratively to inform the district content and performance standards and the accountability system being developed. THIS RELATIONSHIP IS ILLUSTRATED IN FIGURE 1.

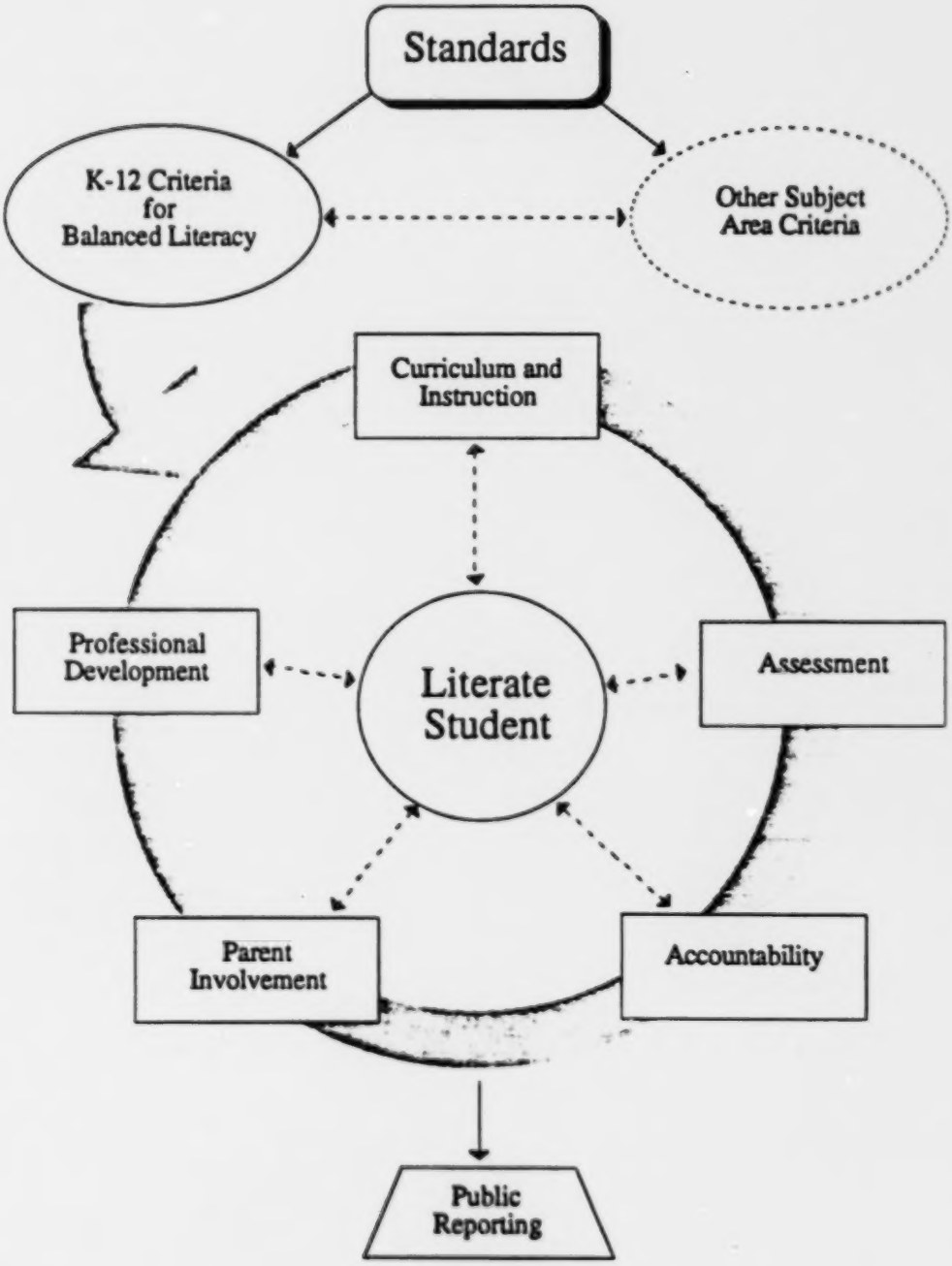

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Figure 1. K-12 Criteria for Balanced Literacy in a Standards-Based System

Recommendations

It is recommended that

1. the Board of Education adopt these criteria as policy for a district balanced literacy program to support district adopted standards and the accountability system;

2. the selection committees use these criteria for the selection of the K-6 language arts adoption now underway, and later for the Grades 6-8 adoption; and

3. district staff use these criteria as the basis for the design of the district's K-12 balanced literacy professional development program that must provide teachers with the skills necessary to deliver instruction so that student achievement is consistent with district standards; the criteria also be used for the design of appropriate parent involvement programs to become partners in student learning.

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APPENDIX A

RESPONSE CATEGORIES

Site Focus Groups — Question 1: Based on your experience, what are the elements of a balanced literacy program?

Category / Subcategory
Student Skills
Multiple skills
Spelling
Listening
Interpretation/Conclusions
Research
Computer
Organizational/planning
Many genres
Writing
Word attack
Comprehension
Phonics
Oral language
Vocabulary
Critical thinking
Handwriting
Grammar
Pedagogy
Instruction design/delivery
Classroom activities
Content
Program design/issues
Resources
Multiple needs
Multiple levels
Emotional needs/interest
Multicultural
Resources
Technology
Volunteers
Diagnostic materials
Discrete resources/programs
Partnerships/Business
Books/Classroom library
Reference materials
Multi-level materials
Instructional materials/manipu
Enough materials
Staff Development
Parent Involvement

Category / Subcategory
Discrete Programs
Reading programs
Other resources/programs
Writing programs
ESL programs
Music programs
Environmental/Psycho-social
Fun, interesting
Success, self-esteem
Culturally sensitive
Time management
Life-long/love of learning
Extra efforts/activities
Assessment
Varied Assessment Types
Skills Assessments
Diagnostic Assessment
Assessment Program

Site Focus Groups — Question 2: What support/training do you need to teach a balanced literacy program?

Category	Subcategory
Parent/Community Support	
	Parent involvement
	Community/Business
	Cross-age tutoring
Learning Styles	
Classroom Management	
Time	
	Planning
	Release
Materials/Money	
	Money for supplies
	Materials/consumables
	Teacher reference materials
	Adoption materials (pre-pilot)
	Leveled/developmentally approp
	Books
District/Site Support	
	District guidelines/standards
	Cluster approach
	School site support
	Reduced class size
	Increase instructional time
	Content/addtional classes (rea
	Adoption process
	Promotion policy/standards
	Teacher input/relations
Instructional Methods	
	Grouping strategies
	Peer tutoring
	Levels/individual needs
	Miscellaneous strategies
Miscellaneous	
Specific Program Training	
	Reading
	Spelling
	Phonics/word attack skills
	Standards
	Miscellaneous programs
	Level of books
	Wright Group
	ELIC/LLIFE
	Whole language
	ELL (ESL, ELEPS, etc)
	Multiple projects
	Writing
	Thematic/Integrated/Cross-curr
	Certifications (GATE, Sp. Ed.)
Mentors/Teacher Observations	
	Mentors
	Observation/Peer coaching
	Demonstrations
	Discussion/Networking
Field Trips	
Technology	
	Hardware
	Technology training
	Software
	Hardware/Software/Training
Resource/Support Staff	
	Reading specialist
	More IAs & TAs
	Paraprofessional training
	Special needs TAs (ESL, Sp.Ed.
	Miscellaneous resource staff
Training—General	
	Miscellaneous training
	Quality trainers/workshops
	Hands-on/active/practical
	Research-based
	Basic skills
	Content specific
	Individual/special needs
	Structure/style/configuration
	Quality trainers/workshops
	Publisher led training
	New teachers
	Ongoing/continual training
	Release time/Money
	Pre-service training
	Site-based/Teacher choice
	Pre-implementation
	Grade level

Site Focus Groups — Question 3: What materials do you need to teach a balanced literacy program?

Category	Subcategory
Books	
	Leveled books
	Books — other
	Reference materials
	Multiple genres
	Listening Posts
	Phonics
	Spelling
	Vocabulary
	Multicultural books
	Comprehension
	Grammar
	Writing
	Handwriting
	Oral language
	High interest/low vocabulary
	Good quality, core literature
	Big books
	More books
Support Staff	
	Trained Librarians
	More support personnel
	Non-teaching specialists
	Clerical
	Volunteers (e.g. parents)
	Aides/paraprofessionals
	Teaching Specialists
	Interpreters/bilingual aides
Program/Curriculum	
	Instructional strategies
	Peer/cross-age tutoring
	Reading classes
	Partnership/Business involveme
	Adoption process
	District organization/issues
	Other
	District guidelines/standards
	Reduced class size
	Choice of materials
	Specific successful resources
	Integrated Curriculum
	Rewards/promotion
	Skills instruction

Category	Subcategory
Miscellaneous	
Supplementary Materials	
	Supplementary materials
	Samples of quality work
	Special Programs (SRA, Wright,
	Integrated/thematic materials
	Listening/audio tapes
	Consumables (wkbks, sheets)
	Upgrade IMC
	Special populations
	Props/manipulatives/charts/etc
	Specific content areas
Library	
	More classroom libraries
	Better media centers
	Professional librarians
Technology	
	Computer hardware
	Other
	Software
	Audio/visual equipment
	Networking/LAN/WAN
	Internet capable
	Teaching hardware/machines
	Support hardware/machines
	Technical assistance/training
English Language Learners	
	Program concerns
	Books/resources
	Other materials
	Parent/family involvement
Teacher/Parent	
	Improved teacher guides/manual
	More teacher decision-making
	More parent involvement
	Better assessment materials
	Inservice/Professional resourc
	More teacher support materials
	Teacher planning time
	Other

Kickoff and Town Meetings — Question 1: What do you expect a literate student to be able to do at the end of high school?

Category	Subcategory
Job skills	
	Employment ready/skills
	College ready
	Complete employment documents
Writing	
Values conscious	
	Moral/ethical
	Literacy/Education
	Community
	Personal betterment
	Cultural diversity
Other	
Life skills	
	Teach others
	Life-long learner
	Adaptable/deal with variety
	Citizenship
	Independence/daily functioning
	Life planning/growth
	Self-esteem
Access Information	
Second Language	
Technology	
Literacy across genres	
Critical Thinking	
Communication	
	Communication skills
	Effective/persuasive message
	Oral/public speaking
	Miscellaneous
Reading	
	Pleasure
	Variety/genres
	Skills
	Purposeful/information
	Read to children

Kickoff and Town Meetings — Question 2: How can the role of the learning community (e.g., educators, parents, business, community) support a literate society?

Category / Subcategory
School- parent communication
PTA/School Newspaper
Parents welcome at school
Teacher/school initiated
Improved Communication
High Expectations/Standards
Address Needs of All Students
Public Involvement Issues
Volunteer/get involved
Voting
Government/legislation
Miscellaneous
Parent Responsibilities
Reading to children
Conducive environment
Responsible/involved
Model reading
Public Relations
Forums/task forces
Rewards
Positive media campaign
Promotional events
Miscellaneous
Appropriate/Quality Staffing
Resources Available
Books/libraries
Funding
Access-easy/timely/equitable
More/improved materials
Partnerships (Bus./Cult./Comm.
Partnerships—General
Role models/readers
Business
Cultural/Education
Community
Speakers
Mentors
Combined input/responsibility

Category / Subcategory
Curriculum Concerns
Content/programs
Instruction
Guidelines/Standards
Research-based
Set priorities
Miscellaneous
Miscellaneous
Parent Workshops
Adult literacy
Parent involvement training
Teacher Education/Training
Schools Open Longer
Real-life Applications
Community Service Learning

APPENDIX B

TEACHER RESPONSE FORM

San Diego City Schools

K-12 PRELIMINARY CRITERIA FOR THE SELECTION OF THE K-8 LANGUAGE ARTS ADOPTION
TEACHER RESPONSE FORM

School: _____ Level: Elem. Middle/Junior Senior

Please circle your response to each of the following questions and add any comments you wish in the space provided	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The section on **Materials/Resources** reflects my opinion about needed materials/resources for a balanced literacy program.	SA	A	D	SD
Comments_____				
2. The section on **Content** reflects my opinion about balanced literacy.	SA	A	D	SD
Comments_____				
3. The section on **Home—School Connection** reflects my opinion about balanced literacy.	SA	A	D	SD
Comments_____				
4. The section on **Assessment** reflects my opinion about assessment in a balanced literacy program.	SA	A	D	SD
Comments_____				
5. The section on **Instructional and Organizational Strategies** reflects my opinion about teaching in a balanced literacy program.	SA	A	D	SD
Comments_____				
6. **If you have reviewed the detailed responses** from the site focus groups, kick-off, town meetings, and colloquia, do you believe the criteria reflect the responses?	SA	A	D	SD
Comments_____				
7. **Overall,** the criteria reflect my opinion of a balanced literacy program.	SA	A	D	SD
Comments_____				

Additional comments may be written on the back of this sheet. Thank you for responding to these preliminary criteria. Please return the completed form by January 21, 1997 to Adel Nadeau, Humanities Department, Dana Center, Rm. 193.

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